

Virginia Alternate Assessment Program

Scoring Information

The Virginia Department of Education selected Questar Educational Systems, (Questar) of Eagan, Minnesota as the external-scoring contractor for the Virginia Alternate Assessment Program. Measurement, Inc. will serve as a subcontractor, providing technical support.

Questar is a nationally recognized leader in the field of testing and assessment services. The hallmarks of Questar's assessment services - experience, attention to detail, practicality, and dedication to the accuracy of student scores - positioned Questar to expertly address the unique and complex nature of the Virginia Alternate Assessment Program.

Scorers

Questar is committed to securing a cadre of dedicated and competent scorers from teachers and university students located in the Minneapolis and St. Paul area. Each scorer will be thoroughly trained and required to demonstrate an acceptable level of proficiency before they are permitted to score Collections of Evidence. Each scorer's performance will be monitored throughout the scoring event to ensure quality control.

Scoring Process

Questar will use handscoring to score the Collections of Evidence submitted under the Virginia Alternate Assessment Program. Two scorers will score each Collection of Evidence. If their scores are not exact or adjacent, a third scorer will resolve the entries. It is estimated that each Collection of Evidence will take approximately one hour to score.

Scoring Rubric

Each Collection of Evidence will be scored using the Virginia Alternate Assessment Program scoring rubric (See page 2). The scoring rubric was developed in a collaborative effort between staffs from the Virginia Department of Education, Questar and a committee of educators representing each of the eight superintendents' regions.

Score Reports

Results of the scoring will be reported in four formats: Individual reports, School Building Reports, School Division Reports and a State Report. Reports are expected to be delivered prior to the close of schools for summer break.

VAAP CHECKLIST

Administrative Support Documentation
Assurance for Compiling Collections of Evidence
Parent Letter

Math Entry Cover Sheet
 4-6 Pieces of Evidence
 at least one primary piece

History/SS Entry Cover Sheet
 4-6 Pieces of Evidence
 at least one primary piece

ELA Entry Cover Sheet
 4-6 Pieces of Evidence
 at least one primary piece

Science/Technology Entry Cover Sheet
 4-6 Pieces of Evidence
 at least one primary piece

SCORING RUBRIC

Score Points	3	2	1
Linkage to Standards	SOL(s) appropriate to the content area listed, and targeted IEP goals <u>and</u> tasks relate to the SOL.	SOL(s) appropriate to the content area listed, and either targeted IEP goals <u>or</u> tasks relate to the SOL.	No SOL(s) appropriate to the content area listed.
Student Performance	There is considerable evidence of student performance of task(s) related to targeted IEP goal(s).	There is some evidence of student performance of task(s) related to targeted IEP goal(s).	There is little or no evidence of student performance of task(s) related to the targeted IEP goal(s).
Variety of Settings and Social Interactions	Student performs tasks in a variety of settings and engages in social interactions with a diverse range of age-appropriate peers.	Student performs tasks in a limited variety of settings with opportunity for some interactions with peers.	Student performs tasks primarily in one classroom with limited social interactions.
Contexts	Student uses age-appropriate materials to perform meaningful tasks in real-world context.	Student uses age-appropriate materials to perform some meaningful tasks that lead to real-world application.	Student performs tasks that are not meaningful or uses instructional materials that are not age-appropriate.
Supports for Independence	Consistent use of appropriate supports as specified in Collection documentation.	Some use of appropriate supports as specified in Collection documentation.	Limited or no use of appropriate supports as specified in Collection documentation.

Glossary

Access skills: embedded social, communication, and motor skills that are used to perform tasks in real-world context.

Age appropriate: activities, routines and materials selected; skills taught; and language used reflect the chronological age of the student rather than the developmental level.

Appropriateness: the degree to which the tasks given student reflect meaningful, real-world activities.

Entry: the collection of documentation of a student's performance in a content area (includes entry cover sheet, and primary and secondary pieces of evidence).

Evidence: products that document a student's performance (can be student work, data sheets, observations, audio/video tapes, etc.).

Generalization: the ability to transfer learned skills to other settings and to demonstrate those skills in other tasks and different settings.

Integrated settings: places (classrooms, shopping centers, cafeterias, etc) where disabled and non-disabled students/people can interact or have opportunities for interaction.

Interaction: opportunities to establish meaningful friendships and collaborative working relationships with age appropriate peers with and without disabilities.

Meaningful: functional...Meaningful tasks are activities that increase a student's ability to function in integrated environments and promote independence.

Natural context: an expected and accepted environment for a specific purpose or task.

Peer: an individual without identified cognitive disabilities who is within a year or two in age of the targeted student. (Older students may have peers who are adult co-workers.)

Performance: a student's attempt to meet a targeted IEP goal or task.

Primary piece of evidence: documentation of student performance by means of data sheet, chart/graphing, anecdotal record (including observation), work sample, and/or permanent product.

Prompts: instructions/stimuli to engage a student in a task; may be verbal, physical, or gestural.

Secondary piece of evidence: documentation of student performance by means of audiotape, videotape, interview, or captioned photograph.

Simulated context: a representation of a particular environment.

Supports: the accommodations and adaptations provided during learning, such as hand-over-hand, assistive technology, one-on one instruction.

Task: an activity that promotes achievement of IEP goal.

Variety of settings: instructional environments outside of and in schools and communities where peers with and without disabilities have opportunities to interact.